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World Literature I

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Collin College

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Course Title: World Literature I
Course Number: ENGL 2332.AY4

Fall 2018
MW 11:07-11:57
AHS room 206

Dr. Michelle Tvete, PhD (Dr. T)
MTvete@collin.edu
SCC Office: L 215

Office Hours—Allen Center (*By appointment only*)
Monday/Wednesday 12:00-12:30
Friday 12:40-1:10

Course Description: Welcome to English 2332, a survey of world literature from the ancient world through the sixteenth century. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions.

Lecture Hours: 3
Prerequisite: ENGL 1302 or ENGL 2311

Student Learning Outcomes:

Upon successful completion of this course, students will:

1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.
2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.
3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.
4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.
5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.
6. Demonstrate personal responsibility through the ethical use of intellectual property.

Withdrawal Policy: October 19 is the last day to withdraw from class.

Collin College Academic Policies: See the current *Collin Student Handbook*.

- **The College District may initiate disciplinary proceedings against a student accused of scholastic dishonesty.**
- Scholastic dishonesty may involve, but is not limited to, one or more of the following acts: cheating, **plagiarism**, collusion, use of annotated texts or teacher's editions, use of

information about exams posted on the Internet or electronic medium, and/or falsifying academic records.

- **Collin faculty are required to report alleged violations of scholastic dishonesty** to the Dean of Student Development, who then investigates the case, and renders an administrative decision.
- **Faculty are not allowed to assign a grade to the work in question** until the Dean of Student Development renders a decision
- **Students found responsible for scholastic dishonesty offenses will receive an authorized disciplinary penalty from the office of the Dean of Student Development.**
- **Additionally, students found responsible for scholastic dishonesty will be assigned a penalty in this class that ranges from a grade of “F” on the assignment to a grade of “F” for the course**

Americans with Disabilities Act Statement: Collin College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student’s responsibility to contact the ACCESS office, SCC-D140 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current Collin Student Handbook for additional information.

ACCESS Forms: Students with ACCESS accommodation forms must find a time to talk with me about any necessary accommodations (preferably during office hours for privacy). Once we have come up with a plan we will both initial and date the accommodation form. Student should feel free to revisit our plan if any changes are needed.

Late Registration Policy: Students who register for and begin attending this course after the beginning of the semester (August 27) will be held to the same standards expected from the first class day (late registration does not excuse missed work/information). Hard stop for late registration Fall 2018 is August 30.

Course Format: The format for this class includes: lectures, class discussion, group discussions, collaborated group work, digital lectures, Canvas course, audio/visual material, oral presentations, and personal conferences. I will make changes in objectives, assignments, and due dates for this course if necessary. Any changes will be announced in class.

Keys to success for this course:

- ❖ Read assigned readings before class and bring them to class
- ❖ Participate meaningfully in class discussions
- ❖ Ask questions
- ❖ Complete daily work
- ❖ Attend class regularly and be punctual
- ❖ Turn in work on time
- ❖ Plan ahead and be proactive (don’t start assignments at the last minute)
- ❖ Take ownership of your intellectual growth
- ❖ Demonstrate your mental discipline by resisting the urge to check your phone

Textbook:

- ❖ *The Norton Anthology Volume 1—Shorter 3rd Edition*. Ed. Sarah Lawall: ISBN13: 978-0393919608
- ❖ Readings, documents, and links posted on Canvas

Online Texts

- ❖ *Beowulf*: <https://d3jc3ahdjad7x7.cloudfront.net/S8XIpGembfxbtCM54uL8PZIDQQuA0YuKqfLLQFE5uvvRH68.pdf>
- ❖ *Apollonius*: http://homepages.wmich.edu/~esalisbu/Historia_Apollonii_Regis_Tyri/Apollonius_of_Tyre_-_Latin_RA_and_Modern_English_Version.pdf
- ❖ *Lais of Marie De France*: <https://www.gutenberg.org/files/11417/11417-h/11417-h.htm#CONTENTS>
- ❖ *Sir Gawain and the Green Knight*: <http://www.poetryintranslation.com/PITBR/English/GawainAndTheGreenKnight.htm>
- ❖ *Chaucer*: http://www.canterburytales.org/canterbury_tales.html

Required Materials:

- ❖ Notecards (50—lined)
- ❖ Pen and Paper for taking notes, group work, and quizzes during class
- ❖ Thumb drive or other means (dropbox.com account, for example) of storing work and other written material you compose. Always, always, ALWAYS keep a backup of everything you turn in. Technology issues WILL happen and they will not excuse late work.

Minimum Technology Requirements:

- *Regular computer and internet access
- *Access to your Collin email address that you check every day (see email policy)
- *Access to class Canvas
- *Access to a printer, ink, and paper (ability to print 30-50 pages throughout the semester- funds, ink, paper, etc.)
- *Access to a computer with MS Office (assignments **will be submitted as MS Word docs**- Google docs, pages, etc. will not be acceptable methods for submitting work)
- *Some supplementary texts for this course exist exclusively online, so you must have internet access to read and/or view these texts

Minimum Student Skills: Students will be expected to keep up with course load expectations. Computer literacies will be necessary to succeed in this course (Understanding Canvas, Word programs, typing skills, internet navigation, emailing, etc.).

Attendance

Make sure to complete all reading assignments before class, because we will discuss each reading as a group. I believe knowledge is created through such group collaboration—the unique intersection of **all** of our perspectives, ideas and experiences. So for our class to be successful, each of you needs to come to class ready to ask **your** questions and share **your** insights. I will typically ask you to prepare for our discussion by writing an in-class response at the beginning of class (note cards). If I notice that our discussion is not fruitful (due to a lack of preparation), I

will give pop quizzes, as well. Since each of you has chosen to become a college scholar, I do not expect this to happen.

Excused absences include religious holidays, military service, or College (not High School) sanctioned activities. As per p. 62-63 in the student handbook, “*Students are required to file a written request with each professor within the first 15 days of the semester to qualify for an excused absence.*”

Students who miss class due to excused absences are still required to submit work on time. Students must be present in class to submit in-class work-even when the absence is excused. Outside of these instances, each student will be given 4 grace absences for the semester. That means they have 4 absences before they begin to count against their grade.

4 absences = No impact

5 absences = -10 points

6 absences = Fail the course

It is the student’s responsibility to inquire about missed class work/homework from fellow students- NOT the professor. Email me if you need clarification, but your email should be comprised of a specific question or questions.

Partial Attendance: Entering class 5 minutes or more after class has begun or leaving before class has concluded counts as a Partial Absence. 3 Partial Absences equal one unexcused absence.

Percentage Requirement: Students who miss up to 20% of the class (6 days) will fail the course.

Missed days/work: For excused or unexcused absences: It is 100% the student’s responsibility to ask peers for any material, assignments, lectures, etc. missed. In the first week meet peers who will be willing to catch you up. I suggest you exchange contact information with them.

Grading/Return Policy: My policy is generally to return major grades at least two-four weeks after the assignment has been submitted. All necessary information for grading expectations will be covered during class time. Specific comments and suggestions will be made on students’ papers. Students who would like even more detailed comments can schedule a meeting with me during my office hours so we can discuss the work more in depth.

Ethics, Content, and Respectful Discourse Expectations: Students will interact in physical and online discussions and will maintain audience and contextual awareness. All students will be respectful and appropriate both in class and online. Students will also be expected to respectfully interact with instructor via email. Students will maintain professionalism and construct emails that follow the emailing guidelines supplied by the instructor (*see Email Policies under instructor’s policies*).

Ethics Policy: This is a college course that focuses on cultural diversity, critical thinking, and communication, so controversial topics will be discussed and opposing views are not only encouraged but a **necessity**. But to be able to do so, students must participate with **rhetorical awareness and respect**.

Disrespectful or intolerant discourse and behavior, and any advocacy of hateful or discriminatory ideologies are unacceptable in this course. Taking this course requires an ability to openly participate in discussions about ideologies that may be new or different. Students will interact in class and online discussions and will maintain audience and contextual awareness. All students will be respectful and appropriate both in class and online. Students who do not follow this policy will, at the professor's discretion, be asked to leave class immediately and will not be allowed to return to class until they set up a one-on-one meeting with the professor during her office hours, discuss the issue, and the professor determines that the student will be allowed to return.

Content Warning: In this course you will likely be exposed to new ideologies and possibly adult language that some may consider offensive. Just as she expects you to be, your professor is extremely aware of the rhetorical contexts of her courses and the rhetorical situations that take place within them. **Any content** included in this course is *intentional and beneficial* in helping all students achieve the ***Student Learning Outcomes***. In sum, all students will equally be treated as **respectable adults** fully capable of existing and succeeding in the world.

Well, yes- it does seem unnecessary to have to say this because this is a college course designed for adult students who have signed up and expect to be treated as adults. However, some students may not be interested in being exposed to this pedagogical approach and **now know exactly what to expect from the professor (Dr. Tvete) who has been completely transparent from day one.*

Instructor Communication: Students will interact with instructor via email outside of class and office hours and will maintain professionalism and construct emails that follow the emailing guidelines supplied by the instructor (*see Email Policies under instructor's policies*).

Collin College Academic Policies: "See the current Collin Student Handbook." Academic Dishonesty - Please see section 7-2.2 of the Collin Student Handbook. The range of academic penalty determined by the professor may be a zero on the assignment to dismissal from the course.

Instructor Policies on Academic Dishonesty: Intellectual Property is an important conversation in academia. Your instructor determines *most* essays with over 40% similarity results from Turnitin as plagiarized. For essays that the instructor finds as plagiarized students will have two options:

- 1) Instructor will first speak to the student about the situation. If student chooses, s/he will be allowed to withdraw the assignment and receive a zero (for intentional or accidental plagiarism) and understands that the second time this occurs s/he will receive a zero for the class and will no longer be allowed to attend.
- 2) Instructor will first speak to the student about the situation. If student chooses, the instructor will submit the document to the Dean of Students for review. Once reviewed and based off of the DoS recommendation, instructor will determine whether or not the document is plagiarized (for intentional or accidental plagiarism). Plagiarized assignments will receive a zero and the second time this occurs the student will receive a zero for the class and stop attending (submitted documents found guilty of plagiarism will often be documented on student's transcripts).

Students who plagiarize any assignment, **either intentionally or unintentionally**, can expect to make a zero on the plagiarized assignment. If the same student plagiarizes a second time that student should expect to fail the course.

The instructor does not tolerate plagiarism so it is important for students to pay close attention to citations, bibliographic information, cases of paraphrasing, and the importance of giving credit where it is due.

Email Policy: I will only email students via their Collin College email accounts or Canvas.

Emails must be professional, prompt, and include a clear purpose (IE: Student must clearly explain to the professor what she/he needs). Student will remain aware of their audience (the professor) and construct the email accordingly (IE: Use complete and clear sentences, appropriate language, appropriate content, a subject, a greeting, and **must include the student's name and course number**). If emails include attachments the email will explain what the attachment is. **Blank emails with documents attached will immediately be deleted.** Do not send attachments directly from Canvas (emails with documents attached will only be accepted through Cougarmail- not Canvas).

Emails should/will be constructed using this format as a guide (as we will discuss in class):

Subject [State the specific reason for this email, e.g. "Grade on Midterm"]

Hello Dr. Tvette,

I wanted to ask/tell you.... [Be specific and brief]

Sincerely/Thank you/All the best/ Etc.

[Write your **full name and class section**—I often have two or more students with the same name in multiple classes]

Responses to emails should be expected within 48 hours during weekdays; emails will rarely receive responses on weekends.

Paper Policy: Assignments will be submitted either in/during class, or on Canvas unless otherwise instructed. The assignment prompt will detail how and when the assignment should be submitted. *"I did not know" will never be an acceptable excuse.* Papers submitted to incorrect dropboxes will receive zeroes. Papers not submitted correctly and on time will be considered incomplete and receive a zero. *******IF** a student has issues with Canvas, they will email Dr. Tvette *with the assignment attached* **BEFORE it is due**, clearly explaining the issue. In the email explain the Turn-it-in/Canvas problem, attach a screenshot of the message Canvas shows, etc. "Canvas isn't working" is not acceptable proof. Students who do NOT explain the problem, attach the assignment, and send the email before the due date/time will receive a zero.

Communication is a vital aspect of this course and collegiate success, in general.

Computer/Internet issues will not count as acceptable reasons to submit late. I recommend using dropbox, or other outside methods of saving documents such as emailing them to your own email address, because computers *do* crash and dogs do eat flash drives.

ALL work submitted as a document online will be submitted as MS Word documents ONLY.

Handwritten work will never be accepted with the exception of work completed during class time.

Format Requirements: MLA format is expected for all work. We will discuss MLA format throughout the semester. I strongly suggest accessing reliable references such as the Collin College Writing Center or the Purdue OWL for help throughout the semester as well.

MLA basics: One-inch margins, 12 point font (Times New Roman or Calibri are acceptable), double-spacing at 0 point (you will usually need to change this since most Word programs default to 8 or 10 point spacing), last name and page number in header top right, informational header on first page only top left, in-text citations when appropriate, title on first page, works cited page. Nothing underlined. Nothing in bold. No other font sizes or types. No title pages. No extra spacing after/before paragraphs or sentences.

Late Work: Work will be due at the beginning of class and will be considered late thereafter. If you know you will be missing a class, you need to submit the assignment ahead of time. ***No late work will be accepted.***

Revision: Revision of larger essays (essays that qualify will be specified on each prompt) is possible if student follows all of the Revision Guidelines.

*To revise an essay student must email Dr. Tvete within one week of the original grade posting and set up a meeting during her office hours—an agreed upon—to discuss the essay (prepare to spend at least 20 minutes at this meeting).

*Student will submit the revised essay within one week after meeting with Dr. Tvete.

*Essays can be revised for up to 20 points or up to a 100 (if reaching a 100 takes less than 20 points)

-Revised Essay submission documents must highlight **every** change student wishes to be considered as “revised.” Use the highlight or underlining functions for this and be very specific about the exact changes made.

-Opportunity for revision does NOT guarantee a higher grade.

-Only essays that were completed (reached the original word count requirement when first submitted) and submitted on time and correctly will qualify for revision.

Extra Credit: I will offer extra credit opportunities periodically throughout the semester. As these opportunities present themselves I will give students ample time to complete and submit these. Any extra credit opportunity will be available for all students (there will not be special cases made for individual students). Extra credit options will end at the beginning of Finals Week 16 (Sunday 12/9). **Students will not be granted extra credit as a means to pass the class.** Extra credit is not the answer for students on the verge of failing—students are expected to keep up with their work and grades throughout the entire semester. Extra credit assignments will ONLY count if directions for each assignment are followed 100%.

Grievance Procedure: If at any point a student has concerns about the class or the instructor, please first speak to the instructor about the concerns. If student is not satisfied with the outcome of the conversation, the next person in the chain of command is Associate Dean of Academic Affairs, Dr. Kelly Andrews. She should be contacted via email at kandrews@collin.edu. Student

will email Dr. Andrews, fully explain the circumstances, and request a meeting time. Students will NOT barge into her office expecting to be seen without an appointment.

Electronics, Cell Phones, Food, and Miscellaneous

**These are the instructor's personal policies with electronics and food. However, students are expected to follow any rules established by the school/institution/building.*

**Electronics*: Students are allowed to use laptops, netbooks, iPads, Kindles, etc. during class time. While students are encouraged to follow along on Canvas- anytime I use Canvas it will be pulled up on the projector. Students "following along" on Canvas who pay more attention to their laptops than the lecture will be asked to put their computers away. If I get the impression that the student is using the electronic for anything unrelated to class I will ask student to put it away once. If it happens a second time I will ask the student to leave and student will receive an absence for that class day and will not be allowed to use the electronic in class again.

Cell Phones*: Students' cell phones must be placed on silent unless it is an emergency. If student gets a call or text that is **an emergency and needs to answer, they should step out to take care of it. Otherwise, ignore it. If the student is actively using phone during class without the instructor's permission, she will ask the student to leave. No questions asked. If these emergencies occur multiple times, instructor will revise this policy, and we will redefine "emergency."

**Food*: Feel free to bring snacks and drinks to class. Students will be expected to clean up any messes they make. It's easy to forget to drink water and eat snacks and meals throughout the day when there's so much going on--so students are more than welcome to do so during this class if they can do so quietly, discreetly, and without disrupting class.

**Emergency Situation*: If there is an emergent situation such as a shooter on campus we will lock the door, turn off the lights, spread out against the walls, and follow all school guidelines.

**Miscellaneous*:

- Smoking, vaping, e-cigs, etc. will not be allowed
- Bringing friends or family to sit in on class will not be allowed
- Only registered Service animals are allowed in the classroom
- Recording class (video, audio, photos, etc.) will not be allowed without first discussing it with Dr. Tvete and receiving her permission.

Dual Credit Policies

In general, the policies do not change between on-campus classes and my dual credit classes. I have the same academic expectations of all of you. However, I understand that Dual Credit students have many separate campus obligations and I am willing to work with you to an extent. You must let me know ahead of time for any scheduling conflicts, particularly long periods of missed classes or repeated absences (i.e. your team is traveling; you are in a play, pep rallies, etc.). Do not assume I know about your school's schedule – my main campus is the college, not the high school. You must keep me up to date. Also, I will require emailed verification from a teacher or coach (these must be sent from their school email accounts).

Extra Excused Absence: Dual Credit students will be granted **one** single additional grace absence day (on top of the regular grace absence days) when visiting a college campus. Student must let me know in advance and submit proof of attendance for absence to be excused.

Content, Ethics, and Respectful Discourse Reminder: Dual Credit students are reminded to review the Content, Ethics, and Respectful Discourse section of the syllabus **before choosing to remain enrolled in this course**. I also want to remind Dual Credit students that you ARE now enrolled in a college course. All students will be treated the same (campus and off campus students) and course material and content will not be filtered or adapted. College students are to be treated as adults and expected to act as adults.

FERPA Reminder: FERPA does apply to Dual Credit students (even those under 18). Parents, grandparents, friends, etc. will have to speak directly to the student about the course. As per FERPA the professor can only speak to the student about anything class related, including verifying whether or not the student is even enrolled in the course. It is 100% up to the student whether or not they would like to share their enrollment, grades, email info, etc. with anyone else but legally the professor can and will **only** speak with the student.

Method of Evaluation

Essay 1 (4-6 pages)	10%
Essay 2 (4-6 pages)	20%
Mid-Term Exam	20%
Reading Journal	10%
Daily Work	20%
Final Exam	20%
TOTAL	100%

Grading Scale

90-100 = A

80-89 = B

70-79 = C

60-69 = D

Below 60 = F

Coursework

[Note: Except for in-class writings, everything you turn in should be typed. If you aren't submitting a hard copy, you'll name your files like this:

LastNameFirstName_AssignmentName.docx]

1) Essays (2)

We will produce two essays of 4-6 pages for this course. The essays will demonstrate your ability to perform a critical reading of a text and a literary analysis. Specific guidelines will be distributed and discussed in class. Responses are due at the beginning of class. **No late papers. No exceptions.**

2) Exams (2)

A midterm and a final exam will be given on the material assigned for and discussed in the course. The exams will include a substantial amount of writing and may include short answer questions, identification, interpretation, definition, and essay sections. No electronic devices of

any kind may be present or used during exams. Desk surfaces must be free of all objects except the exam and writing utensil.

3) *Daily Work*

The daily work portion of your grade is an average of notecards, homework, in-class writing, quizzes, group work, and participation in workshops. This work, while informal, will be some of the most important work we do for the course. Daily work cannot be made up, the majority of these assignments will contributing to class discussion.

4) *Online Reading Journal*

As a way to continue conversation beyond the classroom, you will be required to post weekly contributions to the course's Canvas Reading Journal forum. The professor will moderate the forum and provide feedback. Missing or late reading journals will affect your grade.

To be successful in the coursework for this class, a student will:

- ✓ *Demonstrate through reading responses, informal writing, and class discussion a critical engagement of intellectually challenging texts.*
 - Students will discuss the themes of the texts and their cultural impact through in-class discussions and informal writing.
 - Students are expected to move beyond plot and consider how these texts influence one another, as well as shape our current cultural landscape.
- ✓ *Demonstrate strategies of literary analysis through writing about the assigned texts.*
 - Students will write weekly informal reading responses that grapple with issues presented in the text and historical or cultural significance; these informal writings will lead to a formal essay examining how these texts represent society
 - The exams will ask students to examine the way these texts are shaped by and reshape their culture through explorations of identity, issues, and themes.
- ✓ *Theorize how the literary past—and a culture's connection to it—shapes contemporary ideas.*
 - Throughout the semester the class will explore how the texts under consideration remain relevant for our contemporary times—why are they still read and studied; what do they tell us about ourselves?
 - At the conclusion of the course, students will be asked to compose a formal essay examining one of the texts we read for class and how it informs/relates/foreshadows a contemporary *text* (book, tv show, movie, etc.).

Writing Center

The Writing Center, located in D-203, offers in person and online writing assistance and other resources. You should visit the Writing Center at least once this semester, and I may request that you visit the Writing Center for help with specific writing concerns. The Writing Center also hosts several free workshops each semester. Visit their website at <http://www.collin.edu/writingcenter> for hours and contact information.

Schedule

(Subject to change—probably *will* change)

Week 1 : Introduction

M 8/27 Icebreaker
W 8/29 Introduction to course and syllabus
F 9/1 **Online Journal Due** (if Canvas is not available, print out to bring on Wednesday)

Week 2: Read *Gilgamesh*

M 9/3 **No Class**
W 9/5 Read *Gilgamesh* p. 33-88; DISCUSS *Gilgamesh*
F 9/7 **Online Journal Due**

Week 3: Read Sophocles *Oedipus the King* & Euripides *Medea*

M 9/10 Read *Oedipus* p. 475-525
W 9/12 Read *Medea* p. 525-64
F 9/14 **Online Journal Due**

Week 4: Read Virgil *The Aeneid*

M 9/17 Class Discussion *Oedipus* and *Medea*
W 9/19 Read *The Aeneid* p. 573-648
F 9/21 **Online Journal Due**

Week 5: Read *Beowulf*

M 9/24 Class Discussion *The Aeneid* / **Assign ESSAY 1**
W 9/26 Read *Beowulf* p. 1-123 (PDF)
F 9/28 **Online Journal Due**

Week 6: Read *Beowulf*

M 10/1 Class Discussion *Beowulf*
W 10/3 Read *Beowulf* p. 123-213 (PDF)
F 10/5 **Online Journal Due**

Week 7: Mid-Term Exam

M 10/8 Class Discussion *Beowulf*/Mid-Term Review
W 10/10 **Mid-Term Exam**
F 10/12 **Online Writing Workshop**

Week 8: ESSAY 1 DUE/Read *Apollonius of Tyre* and *The Lais of Marie de France*

M 10/15 Read *Apollonius of Tyre* (PDF)
W 10/17 **ESSAY 1 DUE**/ Read *The Lais of Marie de France* p. 1029-48
F 10/19 **Online Journal Due (Last Day to Drop Course)**

Week 9: Read Islamic Literature *The Thousand and One Nights*

M 10/22 **CONFERENCES**
W 10/24 *The Thousand and One Nights* p. 1173-97
F 10/26 **Online Journal Due**

Week 10: Read *Sir Gawain and the Green Knight*

M 10/29 *Sir Gawain and the Green Knight* (PDF)
W 10/31 Class Discussion *Sir Gawain and the Green Knight*
F 11/2 **Online Journal Due**

Week 11: Read Chaucer *The Canterbury Tales*

M 11/5 Read *The Canterbury Tales* p. 1197-1249/Assign **ESSAY 2**

W 11/7 Read *The Canterbury Tales* (PDF)

F 11/9 ***Online Journal Due***

Week 12: Read Shakespeare's *Hamlet*

M 11/12 Read *Hamlet* p. 1801-1900

W 11/14 DISCUSS *Hamlet*

F 11/16 ***Online Journal Due***

Week 13: Thanksgiving Holiday

M 11/19 ***NO CLASS***

Week 14: Watch *Hamlet*

M 11/26 *Hamlet* Film

W 11/28 *Hamlet* Film

F 11/30 ***Online Journal Due***

Week 15: ESSAY 2 DUE

M 12/3 **Writing Workshop**

W 12/5 Final Exam Review/**ESSAY 2 DUE**

Week 16: FINAL EXAM

M 12/10 **Final Exam**